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ABSTRACT

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 2 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 2 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Learner Outcomes in Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

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Curriculum Handbook *for* **Parents**

1998–1999

Catholic School Version

GRADE TWO **2**

C. Andrews

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Curriculum Handbook *for* **Parents**

1998–1999

Catholic School Version

GRADE 2

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Message from the
Minister of Education

While students are at the centre of the education system, you, as parents are a vital partner. Your involvement in your child's education is critical to his or her success. To be the pathfinder, to help your child, you need to know what s/he is learning and when.

The *Curriculum Handbook for Parents* series is your guide to each stage of learning. It is a clear outline of what we expect our students to learn at each stage of their education. When you know what is expected at school, you can provide the home support students need. By reading about what your student is learning at school and discussing it at home, you do more than learn what is happening at school. You show your child that you value education.

This is the second edition of the handbook series. It reflects suggestions of parents, teachers and other education partners. I would like to thank those people whose comments helped us improve this edition.

I also would like to thank the eight school boards who worked on the development of the original handbooks – Edmonton Public, Edmonton Separate, Elk Island, Sturgeon, St. Albert Protestant, Greater St. Albert Catholic, Sherwood Park Separate and Black Gold.

Gary G. Mar, Q.C.
Minister of Education
M.L.A., Calgary Nose Creek

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Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Education for this "Curriculum Handbook for Parents".

The Church has always recognized with confidence that you, parents, are the first and primary educators of your children, especially with regards to education in the faith. This is a noble, yet, challenging calling that is rightfully yours. Today, therefore, because of the many diverse pressures and influences on our children, your role is vital in working with our schools to continue to provide the best possible education for our children. To those of you who have entrusted your children to a Catholic school, be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete and invaluable way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Education for providing parents with this practical Curriculum Handbook. It is a clear presentation of what parents can expect of our Alberta schools (Public and Catholic), and by its very existence also acknowledges how important you are as parents in your children's education. In it, you will find a comprehensive presentation of the content and expectations of the Religious Education Program written and approved by the Canadian Conference of Catholic Bishops. It reflects the essential character of Catholic schools as communities of learning where as an old friend wrote, "... God, God's truth and God's life are integrated into the entire syllabus, curriculum and life of the school."

Let us continue to grow together into Christ.

J. N. MacNeil
Archbishop of Edmonton
President, Alberta Bishops' Conference

Introduction to the Grade 2 Handbook

This handbook provides parents with information about the Grade 2 curriculum—the knowledge, skills and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 2 curriculum. It is based on the Alberta Education *Program of Studies: Elementary Schools*. The handbook includes samples of what students are expected to learn in each subject. The complete curriculum for Grade 2 is available in all Alberta elementary schools.

Introduction

TO THE ELEMENTARY SCHOOL CURRICULUM

Alberta Education specifies what all students in Grade 1 to Grade 6 are expected to learn and be able to do. The curriculum is organized into separate subjects or course areas and is designed to enable teachers to make connections across subjects, and to develop programming that accommodates a range of student needs. We expect that teaching methods and schedules will vary from school to school and from class to class to meet the diverse learning needs of students.

What Is Curriculum?

Curriculum describes what students are expected to learn. In Alberta, curriculum is developed by Alberta Education and is described in documents called programs of study for elementary, junior high and senior high schools.

The curriculum specifies what all students in the province are expected to learn in each subject area at each grade level. It is developed by Alberta Education in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflects the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers are responsible for using the curriculum to plan their teaching activities and set appropriate levels of challenge according to students' learning needs and abilities. Teachers regularly assess student progress and report to parents, students and school administrators.

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write achievement tests in language arts and mathematics. Grades 6 and 9 students write achievement tests in language arts, social studies, mathematics and science. The results of these achievement tests are provided to school boards and schools. Parents may ask for their child's test results at their local school.

Information about provincial achievement testing in grades 3, 6 and 9 is provided in an Alberta Education publication called, *Parent Guide to Provincial Achievement Testing*. Individual guides for Grade 3 and for Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. The publications also may be obtained from Alberta Education's Student Evaluation Branch by calling 403–427–0010 or, outside of Edmonton, dial 310–0000 to be connected toll free.

In Catholic schools there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and church teaching can be integrated with other subjects.

Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

Religious Education Programs for elementary and junior high schools are authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 2 Religious Education Program invites students to explore their relationship with Jesus through the Celebration of the Eucharist (the Mass). The students reflect on the four main parts of the Celebration of the Eucharist—the Gathering, the Liturgy of the Word, the Liturgy of the Eucharist, and the Sending Forth.

Students explore these themes through the study of 10 units:

Unit 1. Let's be friends!

Through enjoying being together, the students share stories of friendship, discover the joy of having friends, and strengthen the ties of friendship by preparing and celebrating a friendship party.

Unit 2. Let's come together.

The students reflect on belonging to their own family, and to the family of the Church. They focus on experiences of greeting, especially during the Celebration of the Eucharist. They reflect on their belonging to the Lord Jesus as experienced during the 'Gathering' part of the Eucharistic Celebration and remember that they belong to God and the faith community through Baptism.

Unit 3. Let's treasure God's word.

The students are encouraged to develop a listening attitude to the Word of God, to experience Jesus Christ as Word, and to celebrate that Jesus is God's Word revealed to us.

Unit 4. Let's treasure God's presence.

The students are invited to celebrate Advent as an invitation to respond to God's Word as Mary did, to rejoice in God's presence among us, and, in listening to John the Baptist, hear the invitation to change our hearts.

Unit 5. Let's treasure God's gift.

The students are invited to treasure the gift we have in God's Word, enter into God's story given to us in the Creed, and explore the community's prayer in the 'General Intercessions' at Mass.

Unit 6. Let's take.

The students are invited to appreciate that God's gifts of the created world are intended for all God's people, that at the Celebration of the Eucharist we give thanks to God for these gifts, as well as for the work of human hands. At the Sunday assembly we take all to the Eucharistic table and celebrate this.

Unit 7. Let's bless.

The students see that during the Liturgy of the Eucharist we praise, honour and thank God for what God has done in creation, what God has done in our midst, and explore how the Holy Spirit acts in the Eucharist.

Unit 8. Let's break.

The students explore the meaning of the 'Our Father' as our request for daily bread and reconciliation. They are invited to enter into the suffering and death of Jesus as bread broken, to recognize the call to serve others, and to listen to the invitation to feast at the table of the Eucharist.

Unit 9. Let's eat and drink.

The students explore the joy of the Easter story, reflect on Jesus' abiding presence and how he gathers us, feeds us, and invites us to be 'bread' for others.

Unit 10. Let's go forth.

The students explore the meaning of the 'dismissal rite' and what it is to be 'sent forth' at the conclusion of the Celebration of the Eucharist. They are invited to remember the joy of being together and to treasure belonging to the risen Jesus.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within each of the Religious Education Programs. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught

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must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

Language Arts

Throughout elementary school, students are expected to use language to learn, and learn to use language. Language is an integral part of learning, and takes place in and across all subject areas. Student performance in all subject areas is influenced by competency in language arts.

As students move from grade to grade, they use the language skills they have already learned through reading, writing, listening, speaking and viewing to increase their knowledge and skills of language. Opportunities are provided for students to use those skills in a new context and with more challenging learning materials. In language arts, students will demonstrate increasing confidence and improve their abilities to use language to explore, construct and communicate meaning.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

By the end of Grade 2, students are expected to:

- use punctuation, such as commas, in dates and addresses, and periods in abbreviations
- produce grammatically correct sentences
- refine and polish word choices
- form letters in their writing that are consistent in size, shape and orientation
- choose favourite authors, themes or topics, and talk about their choices
- distinguish between nonfiction and fiction
- recognize key features of a well-formed story; for example, clearly developed beginning, middle and ending
- identify similarities/differences between news reports and stories
- determine whether a speaker intends to be humorous or serious
- recognize relationships between events and characters in a story
- differentiate between main and supporting characters
- summarize ideas and information about a topic
- draw conclusions, by relating what they know to new information and ideas
- revise their writing, by adding to ideas and information
- use complete sentences marked by capitals, periods, question or exclamation marks
- retell a series of personal experiences
- retell an incident or experience from the point of view of another participant
- develop a persuasive argument that is logically supported
- provide directions, and explain rules
- use dialogue in their stories

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Mathematics

Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations.

At all levels, students benefit from working with appropriate materials, tools and contexts when constructing personal meaning about new mathematical ideas.

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:

Communication
Connections
Estimation and Mental Mathematics
Problem Solving
Reasoning
Technology
Visualization.

The mathematics content is organized into four strands:

Number
Patterns and Relations
Shape and Space
Statistics and Probability.

Number

By the end of Grade 2, students will:

◆ Recognize and apply whole numbers up to 1000, and explore fractions (halves, thirds and quarters).

Sample Student Tasks

- If you start at 150 and count on by 2s, will you say 165? Explain.
- Estimate the number of unit cubes in the jar.
  Count to check your guess.
  How close was your estimate?
  Use the other base-10 blocks to show your number in two different ways.
  Draw a simple mathematical sketch of your number, using the fewest blocks possible.
  Write symbols to match your different representations.

- What number is shown by these blocks? Build and draw the same number, using:
  more blocks
  fewer blocks.

- Enter these numbers in your calculator.
  (thirty-four, forty-three) (301, three hundred ten) (231, one hundred thirty-two)
  How are they alike?
  How are they different?

◆ Apply a variety of addition and subtraction strategies on whole numbers to 100, and use these operations in solving problems.

Sample Student Tasks

- Draw a picture that shows how you imagine this story.
  Kayla has 17 nickels. Darcy knows that if she saves 8 more nickels, she will have the same number as Kayla. How many nickels must Darcy have now?

- 27 + 19

  Manuel says he does this arithmetic by imagining that he should add 10, then another 10, and then remove one.

  Explain what he means.
  What is the sum?
  Use Manuel's method to add: 39 + 19.
  What other method could you use?
  How could you change Manuel's method to solve these:
  68 + 21 48 – 19

◆ Use an appropriate calculation strategy or technology to solve problems.

Sample Student Tasks

- Roll two number cubes.

  Say the total for the numbers rolled.
  Show me how many sums you can roll and name in one minute.

- Draw pictures to show:

  4 sets of 3
  5 groups of 2
  3 piles of 4.

  Which drawings have the same total?
  Draw more pictures that show equal sets for the same total.

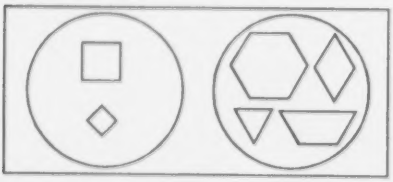
Patterns and Relations

By the end of Grade 2, students will:

◆ Identify, create, describe and translate numerical and non-numerical patterns arising from daily experiences in the school and on the playground.

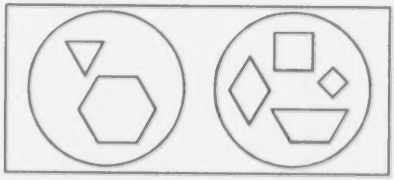
Sample Student Tasks

- Ron sorted pattern blocks.



Name Ron's sorting rule.

He resorted the blocks.



What might be Ron's new sorting rule?

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- Dana is using two colours of objects to build a pattern that "grows and grows."

  What is the name of the shape Dana is making?
  What will Dana do next to continue the pattern?
  Build Dana's shape and continue the pattern for three more rows.
  Name the number of objects in each dark-coloured row. What is the same about these numbers?
  What other patterns can you see in this arrangement?

- Make a pattern.
  Describe your pattern in writing.
  Give your description to a classmate.
  Ask your classmate to reproduce your pattern.
  Was your description clearly understood by your classmate?

Shape and Space

By the end of Grade 2, students will:

◆ Estimate, measure and compare, using standard units for length and primarily nonstandard units for other measures.

Sample Student Tasks

- Estimate the number of drink boxes needed to cover the face of a cereal box. Cover the box, and count the drink boxes. Will it take more or fewer hockey cards to cover the box? Why? Check and count.
- Would you use minutes or hours to measure:
  how long recess is?
  how long you sleep at night?
  Explain your answer.
- Use a thermometer to see the change in temperature as a container of hot water cools. How long do you think it will take for the water to reach 30°C?

◆ Name, describe and construct a variety of 3-dimensional objects and 2-dimensional shapes.

Sample Student Tasks

- How many faces, vertices and edges does this object have?

- Fold a rectangular piece of paper to make two congruent shapes. Explain why they are congruent. Can you fold the rectangle a different way and still make two congruent shapes?

◆ Apply positional language, orally and in writing, to communicate motion.

Sample Student Tasks

- Determine possible paths between two points *A* and *B* on a grid. Describe each path.

Statistics and Probability

By the end of Grade 2, students will:

◆ Collect, display and describe data, independently, based on first hand information.

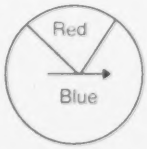
Sample Student Tasks

- What is one thing you would like to learn about your classmates?
  Will you get your information by counting, by measuring or by surveying?
  How do you plan to keep a record of the information you gather?
  Will you make a concrete, picto or bar graph to show your information?
  Tell me how you plan to sort and graph your information.
  Gather your information as you have planned, and show your information on a graph.
  What can you learn by reading your graph?
  Make up three questions you might ask a friend about your graph.

◆ Use simple experiments, designed by others, to illustrate chance.

Sample Student Tasks

- Look at this spinner.
  Is the spinner more likely to stop on red or on blue? Why?
  Keep a record of 20 spins. What does your experiment show about the spinner?
  If you record another 20 spins, what do you think will likely happen? Why?



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Science

Learning about science helps students to understand and interpret the world around them. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based.

In elementary science, students develop their skills of inquiry and problem solving. In science inquiry, the focus is on asking questions, exploring materials and finding answers based on evidence. In problem solving, the focus is on practical tasks—finding ways of making and doing things to meet a specific need, using available materials.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

By the end of Grade 2, students are expected to:

- recognize pattern and order in objects and events studied; and, with guidance, record procedures and observations, using pictures and words; and make predictions and generalizations, based on observations
- construct, with guidance, an object that achieves a given purpose, using materials that are provided.

The science program also plays a role in the development of student attitudes. At all levels of the elementary science program, students are expected to demonstrate positive attitudes toward the study of science and the application of science in responsible ways.

Five topics are identified for Grade 2.

Exploring Liquids

Students learn about the nature of liquids and the interactions of liquids with other materials. They explore liquids by examining droplets, by watching liquids trickle down slopes, by investigating flow rates and by observing liquid interactions with a variety of materials. They learn that some materials are impervious to liquids, while others are absorbent and that some liquids mix readily while others do not. They observe that liquid water can be changed to ice or to steam, and back again, if heated and cooled,

and that wet materials dry out when left open to the air. Through this topic, students learn that water is our most important liquid, that we use water in many ways, and that water is essential to life.

By the end of Grade 2, students are expected to:

- describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things
- describe the interaction of water with different materials.

Buoyancy and Boats

Students explore what sinks and what floats, and what makes an effective watercraft. Through building and testing a variety of floating objects, students learn the importance of workmanship in shaping, positioning, fitting and waterproofing their constructions, so they will do the intended job. Along the way, students learn about balance and stability and about different methods that can be used in propelling a watercraft. The concept of density is informally introduced in this topic.

By the end of Grade 2, students are expected to:

- construct objects that will float on and move through water, and evaluate various designs for watercraft.

Magnetism

Students explore the interaction of magnets with a variety of materials found within their own environment. By testing the effects of one magnet on another, they learn that magnets show polarity and that the strength of magnetic effects diminishes with distance. They learn to distinguish materials that are affected by magnets from those that are not and learn how magnets can be used in sorting objects, moving things and holding things together.

By the end of Grade 2, students are expected to:

- describe the interaction of magnets with other magnets and with common materials.

Hot and Cold Temperature

Students learn that materials are sometimes changed by heating or cooling and that by observing such changes, they can infer how hot or cold an object is. They learn that thermometers provide a helpful way to measure and describe the hotness or coldness of things—a more reliable way than provided by their own senses. Students observe that temperatures can go up and down, including the temperature of their surroundings and the temperatures of particular objects within it. They also learn about methods that are used to control temperature in buildings and how insulation is used to keep things hot or cold.

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By the end of Grade 2, students are expected to:

- recognize the effects of heating and cooling, and identify methods for heating and cooling.

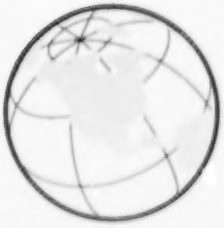
Small Crawling and Flying Animals

Students learn about the structure and life habits of animals by studying small animals that live in their own community. By investigating outdoor spaces in and around the school and their homes, students discover a wide range of animals that find shelter and food within the local area. In studying these animals, they learn about where animals live, what they eat, what they are eaten by and features of the animals that suit them to their particular environment.

By the end of Grade 2, students are expected to:

- describe the general structure and life habits of small crawling and flying animals; for example, insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.

Social Studies



In social studies, students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in Canada and other countries. The focus of the Grade 2 social studies program is how people meet their needs in local communities and in communities in different parts of the world.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

Three topics are identified for Grade 2.

People Nearby

Students learn about the people in their community and how these people organize to meet their needs. Emphasis is on the homes, schools, occupations and recreation of the students and their families. The intent of this topic is to promote the development of positive attitudes, interaction abilities and the appreciation, understanding and tolerance of others' needs.

By the end of Grade 2, students are expected to:

- understand that all people have similar needs
- understand that people's needs are met in different ways
- construct a simple map of the community
- compare pictures, aerial photographs and models with maps of the same area
- respect the rights and opinions of others
- have appreciation, respect and tolerance for other people's needs.

People in Canada

Students learn about people in different Canadian communities and how these people meet their needs. Emphasis is on homes, schools, occupations and recreation in each of three or more different communities. The intent of the topic is to help students develop an understanding that people in Canadian communities have similar needs that are met in similar ways.

By the end of Grade 2, students are expected to:

- understand that Canada is a country of many communities
- understand that there are similarities and differences in the way people in Canadian communities meet their needs
- acquire information by viewing, listening, reading, collecting and recording data (pictograph or bar graph)
- draw conclusions about one's own needs, and generate examples of ways to address these needs
- express ideas orally, pictorially and/or through role playing
- appreciate the ways various Canadians live.

People in the World

Students learn about people in different parts of the world and how they meet their needs. Emphasis is on environment, homes, schools, occupations, recreation, food and the language of the people of two or more communities from different countries. The intent of the topic is to develop an appreciation and understanding of and respect for people in other parts of the world and how those people meet their basic needs.

By the end of Grade 2, students are expected to:

- understand that each country in the world is made up of many communities
- understand that the environment affects the way needs are met
- classify and organize information on a chart about homes, food, occupations, schools, recreation, language and environment
- locate the country studied on a map or globe
- develop appreciation, respect and tolerance for people in different parts of the world and for the variety of ways in which these people meet their needs.

French Immersion

Students learning in a language that is not their first language requires that they spend time on second language development before moving into learning content. In order to accommodate this extra time requirement, the content of the social studies French immersion program has been reduced. Grade 2 students study two topics rather than three—*People Around Me* and *People in the World*. The immersion program includes the same process skills as the English language program—locating, organizing, interpreting, analyzing, synthesizing and evaluating information; and mapping skills. The program also includes the same concepts—needs, community, country, world, facilities and services, similarities and differences, environment, cooperation and respect.

Learner Outcomes in Technology

Alberta Education has prepared a framework of technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. Implementation of the technology outcomes will occur in September 2000. These outcomes are intended to be integrated in a variety of existing programs, such as English, mathematics, science and social studies. The information and communication technology outcomes that have been developed are considered basic knowledge and skills that all students will need as they progress through their schooling and in the future for preparation for further study or the workplace.

Physical Education

Physical education programs foster active, healthy lifestyles that enable students to recognize the importance of accepting responsibility for their physical, social and emotional well-being. Students in a well-balanced physical education program are provided with learning opportunities in seven dimensions of activity: physical fitness, games, gymnastics, dance, outdoor pursuits, aquatics, and track and field. The expectations for physical education are generally the same for students in grades 1, 2 and 3. Students are expected to demonstrate increased levels of performance over the three years.

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Physical Fitness

Students are expected to:

- understand that physical fitness is essential to life
- understand safety principles as they apply to physical fitness activities
- experience success and enjoyment through participation in physical fitness activities.

Games

Students are expected to:

- move into spaces to avoid others
- understand the difference between offence and defence
- cooperate in partner and small group situations.

Gymnastics

Students are expected to:

- know the proper care and handling of equipment
- understand safety principles as they apply to gymnastic activity
- appreciate the performance of self and others.

Dance

Students are expected to:

- participate in a variety of rhythmic dance forms
- understand personal space and general space
- appreciate the aesthetics of dance.

Outdoor Pursuits

Students are expected to:

- apply and extend basic movement skills in outdoor pursuits
- understand applications of orienteering skills
- enjoy participation in outdoor games that require minimal organization.

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Aquatics

Students are expected to:

- improve physical fitness through vigorous aquatic activities
- understand safety principles as they apply to activities in, on or near water.

At least one exposure to a swimming and water safety program is required during the elementary years.

Track and Field

Students are expected to:

- throw small objects for distance
- understand the basic techniques applied to running, jumping and throwing events
- demonstrate responsibility and cooperation through involvement in the track and field program.

Health

Health education fosters the growth of knowledge, skills, attitudes and lifelong behaviours that will enable the student to assume responsibility for healthful living and personal well-being. The curriculum is organized around themes: self-awareness and acceptance, relating to others, life careers, and body knowledge and care.

In a Catholic school, these themes are taught within the context of the teachings of the Catholic Church. The local boards of many Catholic school districts have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

The child abuse prevention unit is an optional part of the health program. If this unit is offered in the school, parents decide if their child will participate.

Self-awareness and Acceptance

Students learn to consider and appreciate their self-worth and the self-worth of others. They learn about human emotions and positive ways of expressing them. They also learn about personal characteristics and how their personal actions and decisions influence their relationships with others.

By the end of Grade 2, students are expected to:

- understand their place and importance in the home and at school
- understand that they affect and are affected by the actions of others
- appreciate that others depend on them.

Relating to Others

Students learn to appreciate the qualities of others. They learn how to develop and maintain healthful relationships, and they understand the importance of healthful relationships with others at school.

By the end of Grade 2, students are expected to:

- know that one's behaviours can hurt other people
- recognize that everyone has strengths.

Life Careers

Students learn to recognize their abilities and the abilities of others, and to understand the importance of work, occupations associated with work, and activities that help them prepare for work.

By the end of Grade 2, students are expected to:

- develop awareness of one's strengths to increase one's confidence
- understand that occupations exist to provide services and produce goods.

Body Knowledge and Care

Students understand the structure, function and development of the body, and appreciate the importance of good nutrition to good health. As well, students appreciate factors that contribute to healthful growth, understand how sickness and disease can be prevented, understand safety practices, and appreciate threats and aids to personal health and safety in their community.

By the end of Grade 2, students are expected to:

- recognize that people grow physically at different rates
- identify nutritious foods
- understand that rest and relaxation are essential for a healthful body
- understand what to do when not feeling well
- describe personal and family safety practices
- develop an understanding of personal responsibility for the appearance of the classroom.

Child Abuse Prevention (Optional)

School board approval is required for the offering of this unit.

By the end of Grade 2, students are expected to:

- identify people who could help in abuse situations.

Fine Arts

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

In the art program, students are expected to learn visual arts skills and concepts to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components:

reflection – responding to visual forms in nature and designed objects
depiction – developing imagery based on observations of the visual world
composition – organizing images and their qualities in the creation of works of art
expression – using art materials to make a meaningful statement.

Students are expected to:

- notice that objects have common features
- assess the use or function of objects
- develop decorative styles
- represent surface qualities of objects and forms
- add finishing touches to their creations
- decorate items created personally
- use media and techniques with an emphasis on exploring and applying methods in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics.

Drama

Drama is an optional program designed to be used as a separate subject or integrated with other subjects. In the drama program, students are expected to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Eleven forms of dramatic expression are common components of an elementary drama program. The dramatic forms of expression include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Students are expected to:

- develop flexible, free and controlled movement
- learn to express themselves physically and imaginatively through movement and gesture
- recognize and reproduce the sounds of standard speech
- learn concepts of pitch, pace, pause, rate, intensity and volume
- accept role playing as a positive learning experience
- apply dramatization skills to puppetry by creating a character for a puppet
- speak with energy
- speak with an appreciation of the voice as an instrument
- develop appreciation for enjoyment of literature
- develop the ability to originate a dramatic story
- cooperatively build a drama to solve problems

Music

In the music program, students are expected to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through meaningful musical activities, such as attending a concert or playing a musical instrument. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

By the end of Grade 2, students are expected to:

- detect the rise and fall of melody
- identify "like" and "unlike" patterns in music
- be aware of and enjoy seasonal, holiday and ethnic music
- improvise movements to poems, stories and songs
- improvise movements to show different forms in music
- show, through movement, awareness of changes in tempo, dynamics and mood
- extend the use of sol-fa training with hand signals to include the use of "re" and "do"
- respond to tone matching with other voices and instruments
- use many ethnic, seasonal and holiday songs
- play simple rhythm patterns
- follow simple rhythm scores
- play rhythm and melody patterns to accompany songs
- follow notation from left to right while playing
- recognize 2/4 and 3/4 time signatures
- recognize the music staff and treble clef sign
- make up new words to songs
- create accompaniments for poems and songs.

Languages Other Than English

French as a Second Language

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a Second Language in elementary schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the elementary program in Grade 4.

The program is designed to teach students how to understand what they hear and read in French, and to communicate their ideas orally and in written form, using an approach that is based on real-life experiences and situations. Students will also acquire knowledge about local, provincial and national francophone groups to become more aware of their presence and to better understand them. Students

learn the French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences. At the same time, students are taught specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. In elementary schools, students start at the Beginning Level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels. It could take students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

The language content is based upon the concrete experiences of elementary students. These experiences provide a real-life context for understanding ideas in French and for communicating similar ideas. Each level has its own set of experiences that fall into the following areas:

Beginning 1

- School
- People Around Us
- Weather
- Animals
- Holidays and Celebrations

Beginning 2

- Community
- Clothing
- Exercise
- Food
- Housing

Beginning 3

- Activities
- Vacations
- Fine Arts
- Trades and Professions
- Hygiene and Safety

As students work through these experiences, they develop their ability to understand and communicate in French. At the end of each level, the students must demonstrate the following knowledge and skills:

Beginning 1

The ability to understand simple ideas contained in listening texts, such as the temperature in a weather forecast.

The ability to talk about concrete ideas, using simple sentences to identify, list or describe people, places or things and to ask simple questions. For example, students could talk about their family by naming the members of the family, giving their ages and birthdays.

Beginning 2

The ability to understand simple ideas contained in listening texts, such as understanding directions to the corner store, and to understand simple reading texts, such as understanding the main food items on a menu.

The ability to talk and write about concrete ideas, using simple sentences to identify, list or describe people, places or things and to ask simple

Beginning 3

The ability to understand simple ideas contained in listening texts, such as a recorded message of flight departure times, and to understand simple reading texts, such as the safety rules on a safety week poster.

The ability to talk and write about concrete ideas, using a number of simple sentences to identify, list or describe people, places or things, ask simple questions, give information and

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questions. For example, students could provide their address, telephone number and order pizza over the telephone. They could also write a simple note to describe their house to a pen pal.

simple advice. For example, students could telephone a travel agency to ask for prices for different travel destinations. They could also write a simple announcement for the school's Night of Music concert to promote it in the community.

Once students have attained a Beginning Level 3 language proficiency, they then move into the next proficiency level, which is Intermediate Level 4.

French Immersion

French immersion is a program in which French is the language of instruction for a significant part of the school day. This program is designed for students whose first language is not French. Several subjects, or possibly all of them when students are in grades 1 and 2, are taught in French. The curriculum is identical to that offered in the regular English program. The major difference is that it is taught in French.

In addition to learning what is identified for courses, such as mathematics, science and health, French immersion students also want to acquire full mastery of the English language, functional fluency in French as well as an understanding and appreciation of the French culture. Graduates of a French immersion program are able and willing to participate with confidence and competence in French conversations on a variety of topics. Should they so wish, they are able to take further education as appropriate to their abilities and interests with French as the language of instruction. Finally, they are able to accept employment where French is the language of work.

French immersion students perform well in all subject areas on system wide and provincial tests. This finding has been replicated many times not only in Alberta but across Canada.

A guide for parents of students in French Immersion, *Yes, You Can Help*, is available for purchase from the Learning Resources Distributing Centre at 403–427–2767 or, outside of Edmonton, dial 310–0000 to be connected toll free.

Native Languages

Blackfoot and Cree language and culture programs are designed to enable students to learn Native languages and to increase awareness of Native cultures.

Students are expected to:

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity and enhance personal development
- develop originality and creativity
- develop a desire to improve their competency in Blackfoot or Cree.

Ukrainian

The Ukrainian bilingual program is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian.

Students are expected to:

- obtain information from others and from simple reference materials
- present information of personal interest in the classroom
- share personal opinions, ideas and feelings
- respond personally to literature of interest to children
- use literature and other art forms to reflect creatively upon personal experience

Students are also expected to:

- express thoughts, orally and in writing, using accurate, simple sentences
- use correct word forms and word order to formulate simple messages of personal interest
- recognize and be sensitive to characteristic cultural features
- recognize the elements of the lifestyle of Ukrainians in their immediate environment and experience
- acquire concepts and develop learning strategies in subjects taught in Ukrainian.

In a Catholic school, both within the Religious Education Program and along with the study of the Ukrainian language, many aspects of the life and faith of the Ukrainian Catholic Church are studied and celebrated.

Other Languages

Locally developed language courses are available for Arabic, Cantonese, German, Hebrew, Mandarin, Polish and Spanish. Contact your school board office for information about which language programs it offers.

Feedback

Curriculum Handbook for Parents: Catholic School Version

Grade 2

We would like to know what you think about this handbook. Are you a:

_____ Parent

_____ Teacher (please indicate level) ____ Division 1, ____ Division 2, ____ Division 3

_____ School Administrator (please indicate level) ____ Division 1, ____ Division 2, ____ Division 3

_____ District Administrator

_____ Other (please specify) _____

1. I found this document:
   - _____ extremely useful
   - _____ useful
   - _____ somewhat useful
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2. What could be done to make this document more useful?

   _____

   _____

3. Other comments and suggestions:

   _____

   _____

   _____

Thank you for your feedback.

Please send your response to:

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